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ABSTRACT

The 4 issues of the ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletter published during the Spring, Summer, Fall, and Winter of 1971 are compiled. Among the articles in the Spring issue, which focuses on American Indian education, are: (1) "Indian Education Bill Introduced in U.S. Senate" and (2) "JA to Aid Handicapped Indian Children in First Model Preschool Program". Articles given in the Summer issue are: "Survival Program for the Educable Mentally Retarded, An Outdoor Education Technique"; "Students Teaching Spanish to Teachers"; and "Graduate Fellowship Program for Minorities". New CRESS publications and CRESS publications available from EDRS (ERIC Document Reproduction Service) are cited. The lead article in the Fall issue is "Migrant Records". Ten CRESS publications are also cited in this issue. "Environmental Education/Outdoor Education: The Essential Differences", the lead article in the Winter issue, briefly discusses the significant differences between environmental and outdoor education. Six new CRESS publications are cited. (NQ)

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ERIC CRESS

NEWS LETTER

Volume 6, Number 1 Spring 1971

Indian Education Bill Introduced in U.S. Senate

U.S. Senator Edward M. Kennedy of Massachusetts recently introduced a bill on Indian education. Under this proposal, $25,000,000 would be authorized for 1972 (1) to develop and implement programs related to Indian children in impacted areas and (2) to provide for special programs and projects to improve educational opportunities for Indian children. An additional $35,000,000 would be authorized for fiscal years 1973-77.

Eligibility for funds appropriated under this proposed act would entail providing evidence of Indian parental involvement in the planning and development of the program.

One percent of the funds would have to be used for Federal schools on reservations.

Applications from non-Indian educational agencies, organizations, and institutions would not be approved until all approval applications from Indian educational agencies, organizations, and institutions have been approved.

The proposed act also provides $5,000,000 in fiscal year 1972 and $8,000,000 for fiscal years 1973-77 for planning, pilot, demonstration, and research projects related to adult education for American Indians.

Senator Kennedy also proposed the creation of a National Board of Indian Education. The board would consist of 15 members selected from lists of names supplied by Indian tribes and organizations. The appointments would last for three years. The National Board would assume authority over Federal Indian schools and could establish local school districts for these schools. The National Board would advise the U.S. Commissioner of Education concerning Indian children who attend public schools and receive special Impact Aid money. In effect, these changes would transfer all educational functions of the Bureau of Indian Affairs to the National Board.

A new bureau of Indian education would be established with the U.S. Office of Education, Department of Health, Education, and Welfare.

The Higher Education Act would also be amended so that community colleges located on or near an Indian reservation would have the requirement waived that they be in existence five years in order to qualify for current higher education programs.

Status of the Institution of American Indian Arts in Santa Fe, New Mexico, would also be raised to a four-year college by the National Board of Indian Education. In addition, the National Board would be authorized to provide continuing support for community colleges enrolling a large number of Indian students.

Library Services for Mexican Americans and Indians

The results of the workshop on library services for Indians and Mexican Americans held at New Mexico State University in the summer of 1970 have been published.

The publication, entitled *Manual for Providing Library Services to Indians and Mexican Americans,* is divided into chapters on (1) "Attitudes and Values of the American Indian," (2) "Background of the Mexican American," (3) "Guide to Selecting Library Materials for Mexican Americans and Indians," (4) "Reader's Interest and Library-Interest Forms," (5) "Criteria for Judging Library Services to Rural and Small Communities," (6) "Areas of Implementation," (7) "Lists of Bibliographies," (8) "Other Library Materials," and (9) "Directory of Sources."

Copies of the manual may be purchased for $1.00 from New Mexico State University, Box 3AP, Las Cruces, New Mexico 88001. Orders must be prepaid or accompanied by a purchase order. Make checks payable to New Mexico State University.

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* The *News Letter* is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

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UA to Aid Handicapped Indian Children in First Model Preschool Program

A model preschool program for handicapped Indian children in the Tucson area is being developed by the University of Arizona (UA). In 1968, Congress passed the Handicapped Children's Early Education Assistance Act which was designed to assist communities in developing demonstration programs for handicapped preschool children since research has shown that these children are aided most at the preschool level. The Department of Special Education, College of Education, received a $27,378.00 planning grant from the Bureau of Education for Handicapped Children with plans for operational grants of $100,000 each for the next two years.

Dr. George Leshin, head of the UA Department of Special Education, stated that the project is the only one that has been funded in the United States for handicapped preschool Indian children, "who represent one of the most neglected minority groups in the country."

In and around Tucson, there are approximately 7,000 Papago, Yaqui, Pima, Navajo, Hopi, and Apache Indians. These urban Indians do not generally participate in or benefit from programs established by the Bureau of Indian Affairs. The two major tribes residing in Tucson are the Papagos and Yaquis. Approximately 5,500 of the 10,000 Papago Indians in Arizona live on reservations. A high percentage of "off-reservation" Papagos live in Tucson. There are three Yaqui communities in the Tucson area numbering some 3,000 persons.

The project advisory board will include representatives from the various Indian communities. Indians will be involved in all aspects of the project's development and implementation, and will plan the parent program. During the operational years, the teachers, paraprofessionals, and aides will be recruited from the Indian population and provided training as needed to participate in all aspects of the project.

Children selected for the program will be those with physical, mental, and/or emotional problems. The majority will be children suspected of intellectual and developmental language problems. Many Indian children enter the first grade with English language deficits which can become cumulative and result in an overwhelming number of dropouts.

The first phase of the planning grant year was devoted to developing an understanding of the organization of the Tucson Indian communities as well as relationships between the Indians and various social, religious, and educational agencies. In attempting to ensure the cooperation of the Indian people, it is necessary to understand their life-style and the community problems with which they are faced daily.

The second phase of the planning grant year involved a survey of prevalence of preschool Indian children in Tucson. This was accomplished with cooperation of the Bureau of Ethnic Research at the UA Department of Anthropology, and Pima County Vital Statistics. From these records, a roll was made of approximately 450 Indian preschool children.

The third phase of the planning grant year involved the development of screening procedures and instruments to be used in identifying handicapping conditions among Indian preschool children. This was necessary since conventional screening techniques are not appropriate for the Indian preschool population.

The project is moving into its fourth phase, screening of Indian preschoolers for handicapping conditions, and scheduling of in-depth psychological and medical evaluation of those youngsters identified during the screening period.

The fifth phase of the project will involve development of a curriculum based on the individual needs of the children. The Indian members of the Advisory Board will develop the parent program based on needs of the parents of handicapped children.

During the last part of the first year, a group of five to eight children with varying handicaps will be selected and assembled in a pilot class. This will afford an opportunity to test the effectiveness of the curriculum and will allow time for revisions before classes begin.

During the operational years, two model preschool classes will be in progress. The parent program also will be implemented. Slated for the second and third years is the organization of a home nursing program for Indian children aged one to three. A preservice staff training program will begin July 1, 1971, and inservice training will continue throughout the year. Plans to use high school Indian youth as aides are being investigated in an attempt to develop interest in the field of education among these young people.

Dr. Elizabeth Y. Sharp has been appointed as the director of the project. Dr. Samuel A. Kirk, Professor of Special Education, will devote part of his time to the project as a consultant. His wife, psychologist Winifred D. Kirk, will be a volunteer part-time assistant in diagnoses of the children and in development of the educational program.

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* This *News Letter* was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

New Contractor for EDRS

All ERIC Document Reproduction Service (EDRS) microfiche (MF) and hard copy (HC) prices and ordering instructions for items listed in *Research in Education* or any other ERIC publication have been changed. The change became effective March 21, 1971 when the EDRS contract was awarded to Leasco Information Products, Inc.

All microfiche and hard copy EDRS prices listed in *Research in Education* before the May 1971 issue must be recomputed according to the following pricing tables:

	Microfiche Prices
Standing orders for all ERIC microfiche, each fiche	$.089
Special collections, each fiche	.14
Back collections, each fiche	$.089
On demand by ED number, each ED number	$.65

Since there are no standing orders for hard copy reproductions, these may be purchased only by individual ED number. The price for hard copy (HC) may be computed by noting the number of pages in the publication you wish to order (this information is given with each citation) and then using the following pricing table:

Pages	Hard Copy Prices
1-100	$ 3.29
101-200	$ 6.58
201-300	$ 9.87
301-400	$13.16
Each additional increment of 1 to 100 pages	$ 3.29

Hard copy reproductions will be full-size photo copies instead of being 70% of the original size as they were formerly.

The new address for EDRS is

ERIC Document Reproduction Service (EDRS)
Leasco Information Products, Inc. (LIPCO)
4827 Rugby Avenue
Bethesda, Maryland 20014

Whether the order is for reproductions of complete texts in either microfiche (MF) or hard copy (HC), the following requirements must be met in ordering from EDRS:

1. All items ordered on demand basis must be ordered by ED number.
2. Book rate or library rate postage is included in the prices. The difference between book rate or library rate and first class or foreign postage (outside continental United States) rate will be billed at cost.
3. Payment must accompany orders under $10.00.
4. All orders must be in writing. No phone orders.
5. There is no handling charge.

New Price for CIJE

Current Index to Journals in Education (CIJE) is ERIC's monthly index to more than 500 educational periodicals. *CIJE* is published for ERIC by the CCM Information Corporation. Of the approximately 1600 articles indexed in *CIJE* each month, many articles have brief annotations. All articles are indexed by subject and author. Beginning with the January 1971 issue there will also be a listing of articles by journal.

Subscription prices are as follows:	
Monthly (12 times a year)	$39.00
Semiannual and annual	40.00
Monthly plus semiannual and annual indices	74.00
1969 annual cumulation	29.50
1970 annual cumulation	29.50

For more information, write *Current Index to Journals in Education,* CCM Information Corporation, P.O. Box 689, FDR Station, New York, New York 10022.

CRESS Publication Available

The following CRESS publication is currently available in paperbound copy from

Manager, Duplicating Service
Box 3CB
New Mexico State University
Las Cruces, New Mexico 88001

All orders must be prepaid or accompanied by a purchase order.

Bilingual Education, A Selected Bibliography, compiled by David M. Altus, is an annotated listing of approximately 176 research reports, curriculum guides, program guides, etc.—plus 27 journal citations—all related to bilingual education. The bibliography covers *Research in Education (RIE)* from 1966 through June 1970 and *Current Index to Journals in Education (CIJE)* from January 1969 through June 1970. Both *RIE* and *CIJE* entries are indexed by subject. (Price: $2.50.)

Summer Institute Offered by Division of Mexican American Studies

The Division of Mexican American Studies of the Instituto de Filologia Hispanica is sponsoring a summer institute in Saltillo, Mexico, for psychologists, counselors, social workers, and bilingual teachers. The program includes courses in Spanish language at all levels, Latin American history and ethnography, folklore, psychological assessment in Spanish, teaching methods, English as a second language, and private conversational tutoring.

The session will begin July 20, 1971 and will continue until August 27, 1971. The cost for the six weeks will be $425.00 (in U.S. currency) which includes double room, three meals per day, conversational tutoring, school activities, and services of school physicians.

For further information, contact Dean Patricia Axline, Apdo. 144, Saltillo, Coah., Mexico

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Graduate Assistant Positions Available at ERIC/CRESS

Graduate assistant positions are available beginning in September, 1971. To qualify, the individual must be a graduate student in the College of Education, New Mexico State University. All applications must be in by June 1, 1971. Any interested person should take the Graduate Record Examinations and have his score submitted to New Mexico State University. For further information, contact Dr. Everett Edington, Director, ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88001.

Canadian Indian Organization Expresses Interest in ERIC

Mrs. Betty Rose Rios, Supervisor of Acquisitions for ERIC/CRESS, was invited to address the 2nd Annual Conference of the British Columbia Native Women's Society, which was held February 16-20 in Kamloops, British Columbia. Mrs. Rios spoke on resources in Indian education, with emphasis on the ERIC system and current Indian education literature.

The British Columbia Native Women's Society is composed of American Indian women who are seeking to secure more satisfying lives for themselves and their children. The theme of this year's conference was Indian Education. Further information on the organization may be obtained from Mrs. Hattie Ferguson, Secretary, British Columbia Native Women's Society, 1896 W. First Avenue, Vancouver, British Columbia, Canada.

New Outdoor Education Publications

Northern Illinois University's Department of Outdoor Teacher Education is announcing a new series of publications entitled Taft Campus Occasional Papers. The series was launched to permit wider circulation of materials prepared by faculty members in the department.

Three publications in the series are currently available: Paper No. I—"The Cemetery" by Morley Lee; Paper No. II—"School Camping? What's It All About?" by George Donaldson; and Paper No. III—"Recent Publications of Faculty, Department of Outdoor Teacher Education" by Malcolm Swan.

The publications are circulated free. Requests should be directed to George W. Donaldson, Box 299, Oregon, Illinois 61061.

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ERIC CRESS

NEWS LETTER

Volume 6, No. 2 Summer 1971

Survival Program for the Educable Mentally Retarded, An Outdoor Education Technique

By June R. Malloy
Special Education Teacher
Country Dale School
Franklin, Wisconsin

Motivated by an excellent presentation on a survival course held at Brigham Young University (BYU) for university students who were have difficulties either socially or academically, I decided to try to adapt the course for my junior high class of educable mentally retarded students.

At BYU some of the students in the course had emotional problems and some were drug users. After a brief orientation period on surviving outdoors which included lessons on trapping, erecting a shelter, finding food in the wilderness, or "making do" with a minimum of supplies, the young men and women were put to the test. One coed buried her makeup kit after a five-mile hike. The hikes gradually became longer. In the early mountain rappelling lessons, students often remained at the top for some time while they decided if they could manage the precarious trip down. The final test was a three-day solo in a wilderness area. Counselors rode by in a bus daily in case of an emergency, if the student displayed a white flag, all was well and the counselors left him alone.

The outcome of the survival program might not have been an "A" student but was a student who had a better picture of his self-worth encouraged by the discovery that he could make decisions and accomplish something. Hopefully, there would be a carryover into school and social life.

With some encouragement, I began to try using the same concept with my special education students. I first made an outline of the students' needs as retarded members of the community. These students need exciting lessons to overcome their defeatist attitudes and poor self-concept. They work best with the concrete rather than the abstract so it seemed that practical, everyday living situations would make learning easier.

We used a variety of activities in our survival unit. The following listing is intended merely as an example of the possible activities:

1. For the sake of convenience and economy, we started with the facilities nearest the school. We are fortunate in having a large botanical garden and park facilities nearby. We used their printed material on edible wild plants and the naturalist helped by showing the plants. We toured the nature trails. A few "tours" around the playground before undertaking a more extensive trip will help establish positive behavior patterns. Help the students learn to stay *with* the group, to listen, and to use their senses in order to enjoy any field trip to the greatest extent.
2. The students made tin can hobo stoves in the classroom and on one outdoor trip each child took along food to cook on his stove. This ranged from hamburger and hot dogs to pizza! It was gratifying to observe that those children who succeeded in building a good fire to cook their food would turn to help those less able. The cooperation required on these trips is an important ingredient in their future life.
3. We asked resource people into our classroom. Not only did they have a great deal to offer but it helped the children feel more comfortable with a variety of people. It also helped our community to understand these children and their needs and to understand that they are not really "different."

   For example, a modified first aid course was given by a local qualified instructor in the classroom. The course was specially geared to the specific needs of the group. The outdoor safety factors which were illustrated included bikes, the possible injury if rules are not obeyed, and water safety.
4. We used a teletrainer unit on loan from the telephone company. This kit contains two real telephones plus a switchboard. It is an excellent method for developing all types of telephone survival techniques. These children need to know how to make an emergency call, how to take a message, and how to handle a social call. Since it was near Christmas time, we practiced ordering by telephone from a Sears catalog. This is a type of shopping the students may do as adults. They studied the catalog for an item they wanted to order and then wrote down catalog number, price, etc. Three students participated at one time, the customer, the telephone order clerk, and the switchboard operator. Those who watched would evaluate the conversation and there was genuine applause when it went particularly well.
5. The wise use of leisure time is an important factor in the lives of these children who tend to watch too much television and to choose sedentary activities. Anything that can be done to encourage hobbies both indoors and outdoors is helpful. For example, help them to be collectors! We enjoyed the life cycle of the Monarch butterfly at close range last fall. The obliging caterpillars created the beautiful pale green pupa and created much excitement when the butterfly emerged right before our eyes. Collecting rock samples can be a fascinating pastime. We even talked about the samples' hardness and explored the playground and beach to find some rocks suitable for "tumbling". We then made these into attractive jewelry by using inexpensive ready-made mountings.

* The *News Letter* is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

The school year was not long enough to include all "survival needs" so for this year we have continued with public transportation related activities. So far we have had a public bus ride, a train trip, a chartered bus ride to our state capitol, a plane ride on a 48-passenger plane and will complete this with a harbor cruise. The expense of these trips was covered by a modest fee charged to the parents. In some cases service clubs such as the Jaycees and Jaycettes and the Women's Club underwrote part of the expense. We felt that learning to travel, to buy tickets, to budget time and money, and to eat in a restaurant are very much a part of survival today.

We have also had great success with the following activities.

1. We used the Kennedy Physical Fitness Tests which were modified for special education students.
2. We had lessons about the Pilgrims at Thanksgiving time to show that they too struggled to survive.
3. We tried to make the pioneer days of early Wisconsin very vivid in order to show the survival of a boy in the wilderness.
4. We visited a cemetery in the local area which includes pioneer graves. We noted dates on the tombstones that indicate early deaths due to illness and more rugged life. We also noted the weathering of grave markers and the different style of printing, decoration and wording.
5. We kept a cashbox on hand with at least five dollars in bills and change to learn to survive by feeling at ease in handling money. We obtained this money by maintaining a small school store for supplies like paper, pencils, pens, etc. The children manage this themselves. They stock the store and act as clerks.
6. We are fortunate in having a stove and refrigerator so a program in cooking is possible. Lengthy recipes are avoided but time saving "quick 'n' easy" mixes are used. Many of these children will maintain their own homes and the importance of a well-balanced meal should be understood.
7. Next year I would like to try a program on consumer awareness and field trips to various stores plus visits from resource people in this area.

In a system with more than one level of EMR classes, the "Survival" unit should be worked out on a continum from simple and necessary needs in the primary grade to the more complicated needs of the high school EMR student. Everything in this unit can have a direct application to present and future needs of the student. Because of the nature of the subject matter there is none of the classroom lethargy toward learning but rather a high level of interest. Equally important is the fact that each student *can* achieve a measure of success in this work. For the EMR student this is a most important factor.

Permanent Address for EDRS

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Students Teaching Spanish to Teachers

By Mary G. Mend
Coordinator, Student Achievement Center (Title I)
Los Angeles, California

The roles are reversed at Belvedere Junior High School in Los Angeles and teachers and students love it. Chicano students are tutoring teachers in conversational Spanish with the teachers paying $2.00 per hour for the instruction.

Responding to the mandate to make educational practices relevant to Mexican American youth, the school administration is cooperating with George Gutierrez of the foreign language department in establishing a series of training sessions for students. The sessions capitalize on the students' fluency in Spanish and the teachers' desire to develop their language skill. Teachers and students then meet once a week for an hour's practice in conversation.

Benefits derived by the students far outweigh the money they earn. They have immediate proof of the importance of their cultural heritage and are able to use the language of their parents to assist other people. Encouraged by the perception of their personal worth and self-esteem, it is hoped that the students will become interested in a serious study of Spanish and American culture. In this way, they will have a sense of their own place in history and will be protected from the trauma of trying to divest themselves of their native language as the price of success in the Anglo world.

Engaged in the role of students, teachers gain fresh insight into the problem of "knowing what to say, but not how to say it." Teachers and pupils at Belvedere are enthusiastic about the program and efforts are being made to secure a mini-grant to fund the project and enable every interested student and faculty member to participate.

Two ERIC Clearinghouses Combined

Effective as of June 1, 1971, the ERIC Clearinghouse on Applied Linguistics and the ERIC Clearinghouse on the Teaching of Foreign Languages were combined to form the ERIC Clearinghouse on Language and Linguistics. The address of the new facility is

ERIC Clearinghouse on Language and Linguistics
Modern Language Association of America (MLA)
62 Fifth Avenue
New York, New York 10011

This clearinghouse should be of special interest to those involved in bilingual education. Other areas included in the scope of the new clearinghouse are language sciences, the teaching of all foreign languages, the teaching of English as a foreign or second language, and the teaching of English as a native language to speakers of non-standard dialects.

The new clearinghouse is affiliated with the Modern Language Association.

New Information Specialist at CRESS

Miss Denise Marie DeValle assumed the duties of Information Specialist at CRESS on June 14, 1971. Miss DeValle, a 1971 graduate of the University of New Mexico, earned Bachelor of University Studies which certifies her to teach high school English. During her college career, she was active in student government, forensics, and the University of New Mexico chapter of the Student Education Association.

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Graduate Fellowship Program for Minorities

A program designed to hasten the entry of Blacks, Puerto Ricans, Indian Americans, Mexican Americans, and Cubans into managerial positions in public and private non-profit organizations has been established through the joint efforts of Indiana University, the University of Rochester, the University of Southern California, Washington University, and the University of Wisconsin. To attain this objective, these universities recruit capable young men and women and provide them with fellowships to pursue the Master of Business Administration degree at one of the five graduate schools. The students are prepared for management careers in hospitals and other health care organizations; educational systems; cultural institutions; social work agencies; federal, state and local government agencies and corporation; urban development and planning agencies.

Each applicant who qualifies for a fellowship receives free tuition, plus a stipend of $2,000 for the first year and a stipend of $1000 for the second year, provided he maintains adequate progress toward the MBA degree. Loans will be available to meet additional established need. Supplemental educational and orientation experiences are also available throughout the program, as required by the individual candidate.

All seniors and graduates of accredited colleges may apply for these fellowships, regardless of undergraduate major. Previous work or study in business or economics is not a requirement for admission. U.S. citizenship is required.

Further information and application materials may be obtained in writing.

Dr. Sterling, H. Schoen, Director
Consortium for Graduate Study in Management
101 N. Skinker Blvd., Box 1132
St. Louis, Missouri 63130

Announcing New CRESS Publications

The following CRESS publications are available from

Manager, Duplicating Service
Box 3-CB, New Mexico State University
Las Cruces, New Mexico 88001

Orders must be prepaid or accompanied by a purchase order.

Mexican American Education, A Selected Bibliography, Supplement No. 1, compiled by David M. Altus, is an update of CRESS's *Mexican American Education, A Selected Bibliography*. (The original bibliography is available as ED 031 352 from ERIC Document Reproduction Service, P.O. Drawer 0, Bethesda, Maryland. The EDRS price for microfiche is $0.65; hard copy price is $3.29.) The supplement covers relevant entries in *Research in Education* from June of 1969 through December of 1970 as well as citations from *Current Index to Journals in Education* beginning with the first issue in 1969 and continuing through the June 1970 issue. (Price for this paperbound supplement available at Duplicating Service is $2.50.)

School Discrimination: The Mexican American Case by Thomas P. Carter, examines conscious and unconscious discrimination in the schools as related to the Mexican American. (Price: $1.00.)

School Personnel Preparation for American Indians: Present State and Needed Steps, a joint application of CRESS and the ERIC Clearinghouse on Teacher Education, is the result of a meeting held in Tempe, Arizona, in late 1970. The publication has articles by six different authors intended to stimulate progress in preparing teachers to work with Indian students. (Price: $1.50.)

Microfiche Viewing Equipment

In the past year, there have been many innovations in microfiche viewing equipment. There are now microfiche readers which cost as little as $80.00. These inexpensive models are light and therefore extremely portable.

Also available are reader-printers which start at $360.00. Reader-printers are used to make photocopies of individual pages of microfiche.

For further information on microfiche viewing equipment, Ronald F. Gordon's *Microfiche Viewing Equipment* may be purchased from

National Technical Information Service
Springfield, Virginia 22151

Include the number AD-701600 in your order. The price is $0.95 in microfiche and $3.00 in hard copy.

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Order by ED number only. Orders under $10.00 must be prepaid. Make checks payable to Leasco Information Products, Inc. Microfiche (MF) is a 4" x 6" sheet of microfilm on which up to 70 pages of text are produced. Hard copy (HC) is a reproduction of the document on the original size paper.

American Indians

American Indian Education, A Selected Bibliography by Cecilia J. Martinez and James E. Heathman. (ED 030 780. EDRS Price: MF-$0.65; HC-$3.29.)

Development of Vocational Education Programs for American Indians by Everett D. Edington and Phillip Hocker. (ED 031 614. EDRS Price: MF-$0.65; HC-$3.29.)

Academic Achievement of American Indian Students – Review of Recent Research by Everett D. Edington. (ED 032 168. EDRS Price: MF-$0.65; HC-$3.29.)

Index to the Journal of American Indian Education, Vol. 1, No. 1-Vol. 8, No. 1 by Charlotte Ann Loomis. (ED 032, 968. EDRS Price: MF-$0.65; HC-$3.29.)

Mexican Americans

Educational Needs of the Mexican American by Horacio Ulibarri. (ED 016 538. EDRS Price: MF-$0.65; HC-$3.29.)

English as a Second Language for Mexican Americans by Marguerite Smith. (ED 016 560. EDRS Price: MF-$0.65; HC-$3.29.)

Evaluation of the Influence of Educational Programs on Mexican-Americans by Herbert B. Wilson. (ED 016 561. EDRS Price: MF-$0.65; HC-$3.29.)

Mexican-American Education, A Bibliography by Edgar B. Charles, Ed. (ED 016 562. EDRS Price: MF-$0.65; HC-$3.29.)

Consumer Education for Mexican-Americans by Irene Gromatzky. (ED 016 563. EDRS Price: MF-$0.65; HC-$3.29.)

Program Content to Meet the Educational Needs of Mexican-Americans by Frank Angel. (ED 017 392. EDRS Price: MF-$0.65; HC-$3.29.)

Sociocultural Determinates of Achievements Among Mexican-American Students by James G. Anderson and William H. Johnson. (ED 017 394. EDRS Price: MF-$0.65; HC-$3.29.)

Proceedings of the Regional Conference on Teacher Education for Mexican Americans by Ed Van Meter and Alma Barba. (ED 027 444. EDRS Price: MF-$0.65; HC-$3.29.)

Mexican American Education, A Selected Bibliography by James E. Heathman and Cecilia J. Martinez. (ED 031 352. EDRS Price: MF-$0.65; HC-$3.29.)

Self Concept: A Comparison of Spanish-American, Negro, and Anglo Adolescents Across Ethnic, Sex, and Socioeconomic Variables by Richard R. DeBlassie. (ED 037 287. EDRS Price: MF-$0.65; HC-$3.29.)

Outdoor Education

Outdoor Education, An Overview by Julian W. Smith. (ED 034 631. EDRS Price: MF $0.65; HC-$3.29.)

Outdoor Education, A Selected Bibliography by Eulyne Fulton and Charlotte Ann Loomis. (ED 037 285. EDRS Price: MF-$0.65; HC-$3.29.)

Outdoor Education, A Synthesis by George W. Donaldson and Oswald H. Goering. (ED 037 286. EDRS Price: MF-$0.65; HC-$3.29.)

A Position Paper: Research Utilization in Outdoor Education by George W. Donaldson. (ED 042 554. EDRS Price: MF-$0.65; HC-$3.29.)

School Gardens and Farms, Aspects of Outdoor Education by Peggy L. Miller. (ED 045 249. EDRS Price: MF-$0.65; HC-$3.29.)

Rural Education and Small Schools

Rural Education and the Educational and Occupational Attainments of Youth by Archibald O. Haller. (ED 019 748. EDRS Price: MF-$0.65; HC-$3.29.)

Youth in Rurality by Edgar B. Charles. (ED 025 337. EDRS Price: MF-$0.65; HC-$3.29.)

Research Abstracts in Rural Education by Everett D. Edington and Lewis Tamblyn. (ED 025 357. EDRS Price: MF-$0.65; HC-$3.29.)

Planning Requiremens for Small School Facilities by J. Clark Davis and Robert McQueen. (ED 027 135. EDRS Price: MF-$0.65; HC-$3.29.)

Proceedings of a National Working Conference on Solving Educational Problems in Sparsely Populated Areas by Everett D. Edington and Jane Musselman. (ED 029 164. EDRS Price: MF-$0.65; HC-$3.29.)

Rural Education in the United States by W.D. McClurkin. (ED 043 408. EDRS Price: MF-$0.65; HC-$3.29.)

Organization of Educational Programs in Sparsely Settled Areas of the World by Everett D. Edington. (ED 029 730. EDRS Price: MF-$0.65; HC-$3.29.)

Change in Small Schools by Everett M. Rogers and Lynne Svenning. (ED 029 749. EDRS Price: MF-$0.65; HC-$3.29.)

The Political Aspects of Small Town and Rural Schools by Frieda L. Gehlen. (ED 030 502. EDRS Price: MF-$0.65; HC-$3.29.)

**Review and Synthesis of Research on Vocational Education in Rural Areas* by B. Eugene Griessman and Kenneth G. Densley. (ED 034 632. EDRS Price: MF-$0.65; HC-$3.29.)

Impacts of Educational Change Efforts in Appalachia by Lewis Donohew and Joanne M. Parker. (ED 038 194. EDRS Price: MF-$0.65; HC-$3.29.)

Educational Innovations in Rural America by Alfred P. Wilson (ED 045 241. EDRS Price: MF-$0.65; HC-$3.29.)

*Also available in paperbound form from Dissemination Specialist, ERIC Clearinghouse on Vocational and Technical Information, Ohio State University, 1900 Kenney Road, Columbus, Ohio 43212.

Migrants

A Synthesis of Current Research in Migrant Education by James O. Schnur. (Price: $1.50.)

Migrant Education, A Selected Bibliography by James E. Heathman. (Price: $1.75.)

Migrant Education, A Selected Bibliography, Supplement No. 1 by James E. Heathman and Alyce J. Nafziger. (Price: $1.00.)

Rural Education

Annotated Bibliography and Descriptive Summary of Dissertations and Theses on Rurality and Small Schools by David R. Kniefel and Tanya S. Kniefel. (Price: $1.25.)

Rural Education and Small Schools, A Selected Bibliography by Stanley R. Wurster and James E. Heathman. (Price: $1.00.)

Miscellaneous

Bilingual Education, A Selected Bibliography by David M. Altus. (Price: $2.50.)

Manual for Providing Library Services to Indians and Mexican Americans. (Price: $1.00.)

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3-AP
University Park Branch
Las Cruces, New Mexico 88001
Telephone: (505) 646-2623

ERIC CRESS

NEWS LETTER

Volume 6, No. 3 Fall 1971

Migrant Records*

New data-processing network tracks child's full scholastic and health history

by
Mary Pat Pfeil

As the northern orchards and fields go into winter dormancy and thousands of migratory agricultural workers follow the sun southward, school administrators in the warmer harvest areas struggle to absorb the migrants' offspring into the local schools. All too often in the past, the nation's 300,000 or so migrant children have been lost in the shuffle, their school and health records misplaced or nonexistent, the children falling further and further behind until they end up among the 90 percent of migrant children who never finish high school.

A migrant child might have arrived at the school door with no records and little recollection of where he had just been, except, perhaps, that this family had been picking peaches. If his parents were among the one million Spanish-speaking workers, chances are the child could speak little or no English. The school would spend several weeks testing, trying to determine where he stood in reading and arithmetic. The school nurse might give him shots that he had already received twice that year.

Today, these things need not happen. A computerized record system, financed under Title I of the Elementary and Secondary Education Act, has been devised.

One of the first important steps in implementation of the uniform record system was development by the Title I program coordinators of a standardized record form which was adopted by the states having Title I migrant projects. The form was to be filled out by the school, and the student was to carry the form to his next school. Of course, many students lost the papers as they moved along following the crops.

That's why the states agreed to study the development of a computerized record-keeping system. Each participating state contributed a certain portion of its 1969 Title I migrant projects appropriation. The resulting $426,000 financed a contract with the Arkansas State Department of Education for development of the computerized system.

Of course, there were obstacles to be overcome. Administrators worried that school personnel would be assuming an additional clerical burden, filling out hundreds of forms and continually updating them. However, Winford Miller, Director of the Migrant Data Bank Record Transfer System, quickly moved to dispel this worry. A complete record for a child would be filled out just once, he told the administrators, and would then be available from the central data bank. School clerks had only to record the dates of enrollment and withdrawal and any new academic or health information; most of the paperwork would be done by the computer.

The form, which was revised and perfected over a 30-month period, contained basic background information on the child, academic data from the last four schools he attended, and coded information on health examinations and a variety of childhood diseases.

By July of 1971, it was expected that all 48 mainland states would be able to retrieve critical data on any migrant child within four hours.

The key to the entire system lies within the subcontracting agency, the University of Arkansas Medical Center in Little Rock. According to John M. Long, director of the center's computer facilities, the record transfer system has caused the center to double its computer operation. "We even needed new quarters," he said.

One room (8 by 10 feet) has been set aside to accommodate an 821-disc file, which eventually will store the complete records of an anticipated 300,000 migrant children. The discs spin at 2,000 to 3,000 revolutions per minute, allowing a programmer to reach, within one-tenth of a second, any information from the more than 800 million characters on file.

Although the disc file is the storage bin for the system, the actual operations are handled by a computer which processes 1,000 to 1,200 lines per minute, making two printouts of all information.

Gene Hackett, president of a Sacramento-based computer firm and consultant to the Arkansas State Department of Education for the record transfer system, says the operations at the terminal are very simple. When a child arrives at a school, whether at the beginning of

*Synthesized from American Education, Vol. 6, No. 9, Nov. 1970. 0010

The *News Letter* is a publication of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), which is funded under Title IV-B, Elementary and Secondary Education Act, Department of Health, Education, and Welfare. ERIC/CRESS is located on the campus of New Mexico State University, Las Cruces, New Mexico.

the term or in the middle, the school clerk will ask the child if he's brought a copy of his record with him. If so, the clerk will call the nearest terminal operator, identify himself by code, and submit an enrollment notice for the central data bank's records. At the same time, the clerk will request an updated version of the student's record to determine such things as the date of final withdrawal from his most recent school and any standardized test scores not available when the student left.

If the student does not have his record with him, the clerk will request critical data, which requires only the child's name, sex, birthdate, and birthplace. In response, the computer will supply the student's ID number, his current math and reading level, and any chronic or critical health conditions. Using the student ID number, the clerk can then request a full transcript. The electronic combination on the computer's central files in Little Rock prevents access to a child's full record without the student, school, and terminal identification numbers. The student ID number, assigned by the computer center the first time the migrant student enrolls in a participating school, is available only on the child's full record or in response to a critical-data request. "This is one of our ways of insuring that only authorized officials have access to student records," says Miller.

Once a Teletype operator receives a request from the school, he punches a tape to be transmitted to the computer center. When the tape is transmitted, a buzzer sounds at the center indicating a request for information. Critical-data requests and enrollment notices are processed at once, and responses are sent back to local terminals within four hours. Requests for full transcripts, update information, and withdrawal notices are put into the files as time allows throughout the day.

"To our knowledge, this is the first time a national record-keeping system of this kind has been attempted," says Vidal A. Rivera, Jr., Chief of the Office of Education's Migrant Programs Branch. "At times it all seems a bit inhuman--a combination of computers, teletype machines, and telephones. But we must remember that the beneficiaries of all this technology are hundreds of disadvantaged youngsters."

Rivera notes that the system will enable school officials to plan migrant education programs more in line with the real needs of the children. "They'll be able to tell at a glance the reading levels of incoming children," he says. "That makes class placement easier, and also indicates where special help may be needed." In addition, a compilation of student data will indicate what are the greatest needs of migrant children generally. "This is the first time we'll have hard data on a nationwide basis to support our theories for migrant education," Rivera states.

Hackett goes a bit further. "What we are involved in has implications for all educators, all children," he notes. "If this works, no one can ever again say 'you can't do it' when educators propose a technically complicated project. With our mobile society it is possible that a record-keeping system may be necessary for all American school children," he adds. "The precedent has been set."

ACCA

The Association of Chicanos for College Admissions has been organized in the State of Michigan by Chicano college admissions officers, recruiters, and college personnel. ACCA (translated as HERE) will work in teams throughout Michigan to encourage Chicano high school students to remain in school and plan college educations. Each ACCA member will be able to explain requirements and admissions policies for all institutions of higher education in the state.

ACCA members will also work with all Mexican American community organizations and centers in Michigan. A major goal is to encourage and help ninth-grade students to remain in school. Cooperating institutions will grant tentative admission to these students as they are counseled through high school.

Further information on ACCA can be obtained from

Mr. Carlos Falcon
President of ACCA
Admissions and Financial Aids
John D. Pierce Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

New CRESS Publication on Mexican Americans

ERIC/CRESS announces the availability of *The Urban Mexican American: A Sociocultural Profile* by Dr. Tom Arciniega. This publication focuses on description of urban Mexican American life-patterns to provide a workable framework (1) for further research and (2) for mounting action programs serving the Mexican American. The paperbound monograph is available for 75¢ per copy from

Manager, Duplicating Service
Box 3CB
New Mexico State University
Las Cruces, New Mexico 88001

Senate Select Committee on Equal Educational Opportunity

The Senate Select Committee on Equal Educational Opportunity recently held three-day hearings on America's rural education problems. The hearings, which began September 1, 1971, were designed to examine the extent to which public school systems in rural areas (from Appalachia through the West) provide equal opportunity for disadvantaged rural children.

Dr. Everett D. Edington, Director of ERIC CRESS, testified before the committee on September 2, 1971, by request of Senator Walter F. Mondale, Chairman. Dr. Edington discussed the characteristics of disadvantaged rural students in terms of achievement, aspirations, and attitudes.

CRESS Publications Available from Duplicating Service

The following CRESS publications are currently available, in paperbound copy only, from

Manager, Duplicating Service
Box 3CB
New Mexico State University
Las Cruces, New Mexico 88001

Orders must be prepaid or accompanied by a purchase order.

American Indians

American Indian Education, A Selected Bibliography, Supplement No. 1 by Alyce J. Nafziger. (Price: $2.00.)

School Personnel Preparation for American Indians: Present State and Needed Steps. (Price: $1.50.)

The Educational Disadvantage of the Indian American Student by L. Madison Coombs. (Price: $2.00.)

Mexican Americans

Mexican American Education, A Selected Bibliography, Supplement No. 1 by David M. Altus. (Price: $2.50.)

**Potential Contributions by the Behavioral Sciences to Effective Preparation Programs for Teachers of Mexican American Children* by Manuel Ramirez III. (Price: $1.00.)

**Preparing Teachers for Mexican American Children* by Thomas P. Carter. (Price: $1.00.)

**Problems and Strategies in Teaching the Language Arts to Spanish-Speaking Students* by Carl L. Rosen and Philip D. Ortego. (Price: $1.00.)

**Programs Available for Strengthening the Education of Spanish-Speaking Students* by Tanya Suarez Kniefel. (Price: $1.00.)

School Discrimination: The Mexican American Case by Thomas P. Carter. (Price: $1.00.)

Training Mexican American School Principals: An Analysis of a Program's Hits and Misses by Patrick Lynch. (Price: $1.00.)

**The Blueprint Potentials of the Cooperative Teacher Education Preparation: Utilizing the Talented Mexican American* by Jack O. L. Saunders. (Price: $1.00.)

**The Relationship of Acculturation, Achievement, and Alienation Among Spanish American Sixth Grade Students* by Ignacio R. Cordova. (Price: $1.00.)

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*The seven publications indicated are also available in a kit for $5.50.

Navajo Control of Education Proposed

"Navajo education, as with education in general, has been influenced, and in a sense directed, by Anglos for so long that we have yet to be benefited by the Anglocized graduates other than a number of acculturated, Anglo-thinking Navajos who prefer not returning to the reservation for fear they will not receive the financial profits to support their newly acquired selfish interests," Louis Rodgers told students recently.

Rodgers, Director of American Indian Studies at the Ramah (N.M.) Navajo High School, said he believes that when the Navajos begin to eliminate and limit non-Navajo influence on Navajo students, something more positive can be accomplished and the Navajo people will begin to recognize their own educational needs and aspirations.

"Everywhere, one hears of the government and local tribal community concern for native tribal education. Places such as Ramah and the Rough Rock Demonstration School theoretically are Navajo inspired projects. Whether or not these schools will be successful," he noted, "will depend on the Navajo communities and the amount of their involvement with regard to the schools' direction and purpose."

A Note for Minority Students

The 1971 edition of *Graduate and Professional School Opportunities for Minority Students* contains information about more than 500 graduate and professional schools and departments. Included are deadlines for admissions and financial aid, admissions-test requirements, information on whether application fees may be waived, and the percentages of minority students enrolled and receiving financial aid. Copies of this publication have been sent to most college, university, and public libraries; to undergraduate advisors; and to various minority-group organizations. If a library or organization convenient to you does not have a copy, please ask same to order it free of charge from

Special Services Section
Educational Testing Service
Princeton, New Jersey 08540

Program for 6,000 Migrants

A long-range program to help migrant farm workers achieve a "better life" has been unveiled by Labor Secretary J. D. Hodgson. More than 6,000 migrants will receive direct manpower services under a Federal allocation of $20 million in the first program. Joseph E. Montoya, whose family was in the migrant stream, will be director of the comprehensive four-region program, which will help migrant farm workers achieve economic independence and security and prepare them for year-round employment. The program will cover the Southwest, the Western and Rocky Mountain region, the Great Lakes, and the South.

Announcing the G. Henry Richert Collection on Distributive Education

A collection of books, reports, pamphlets, and personal papers of G. Henry Richert, former Program Specialist for Distributive Education, U.S. Office of Education, is now available for on-site use at the library of The Center for Vocational and Technical Education. The Richert collection contains a variety of materials of historical value in the field of distributive education as well as the general area of vocational education.

The collection was moved from Indiana University during the past year so that a larger number of persons might take advantage of the materials, which have been organized by states, U. S. Government, national associations, bound volumes, personal correspondence, and subject areas. For a description of the collection and details on its use, contact the Librarian or Research Specialist, Distributive Education, at

The Center for Vocational and
Technical Education
Ohio State University
1900 Kenney Road
Columbus, Ohio 43210

This *News Letter* was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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ERIC/CRESS

News Letter

Volume 6, Number 4 | Winter 1971 | Ginny Chenowith, Editor

Environmental Education/Outdoor Education: The Essential Differences

by
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Consultant, Elementary and Secondary Education Act (Title III)
Michigan State Department of Education

Considerable misunderstanding regarding the meaning of the two educational emphases, "environmental education" and "outdoor education," has resulted in various problems caused by lack of clarity—including the renaming and misnaming of educational programs; the misuse of terms; and obscurity in word, speech, and thought. Although some people, unfortunately, have stated publicly that environmental education and outdoor education mean the same thing, there are significant differences between these two educational movements that need to be clarified.

Focus

The most distinguishing difference between environmental education and outdoor education is focus or overall objective. The focus of environmental education from its formal inception several years ago has been the **land**, the **earth**. Environmental education is concerned primarily with protecting, improving, and saving soil, water, and other natural resources.

In contrast, throughout its 35-year history, the prime focus of outdoor education has been improving the learning and lives of **children** and **youth**. Concerned with the quality of human lives, outdoor education has a "people" goal as its direct focus; environmental education is concerned primarily with the quality of the outdoor physical environment.

To put it another way, in environmental education, the quality of the outdoor physical environment is the "end" of the educational efforts; children and youth are used as "means" to the "end"—boys and girls are used to improve the quality of the outdoors. In outdoor education, the outdoors is used as a "means" to improve the quality of boys and girls; children and youth are the "end" of the educational efforts.

This distinction between environmental education and outdoor education is very enlightening. Centuries ago, Immanuel Kant, one of the world's greatest philosophers, taught, "Act so that you treat mankind, whether in your own person or in that of another, always as an end and never as a means only." Outdoor education has long practiced Kant's great moral law.

In outdoor education, children and youth are the direct beneficiaries of the educational efforts, while improvement or protection of the physical environment, the outdoors itself, has always been one of many indirect objectives. The very opposite is true of environmental education efforts.

This raises the question, What shall be the direct goals and concerns of education—people or nonhuman things? What shall be the priorities in education? It seems that the direct focus of education should be upon achieving human objectives—that the first and foremost emphasis of education should and must be upon what we want our children and youth to become, not upon what we want our physical environment to become. While we should be concerned with the latter, it should not be the prime focus in education. Boys and girls (and their teachers) should be and must be the main focus.

All of this is not to minimize the reality of the problems connected with the quality of our physical environment—not to minimize concerns about its present condition. This is only to maximize understanding of the differences, including philosophical ones, between outdoor education and environmental education.

Structure

A second essential difference between environmental education and outdoor education is a structural one. Environmental education is reorganization, reemphasis, or new emphasis of the **content** in long established curricular areas of the school program. Relating primarily to the areas of health, the social sciences, home economics, the physical and biological sciences, and economics, environmental education pertains to more subject-matter areas than does the "old" conservation education, which environmental education now seems to encompass. Conservation education pertains mainly to the curricular areas of the social, physical, and biological sciences.

Outdoor education, on the other hand, has never claimed to have any specific subject-matter content of its own. Throughout its history, outdoor education has been emphasized and interpreted as a **setting** for learning to which all curricular areas can and should be related. The curriculum of outdoor education is never

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a constant; it becomes whatever specific learning experiences in one or more subject-matter areas are being provided in the outdoor setting at a particular time. Admittedly, however, a multitude of learning experiences in all curricular areas may be looked upon in a general way as the curricular content of outdoor education because certain activities can be better taught in the outdoors than in the indoor classroom and because these activities are normally provided in schools' outdoor education programs.

Recapitulating this second essential difference, environmental education refers to a reorganization, reemphasis, or new emphasis of content in several already established curricular areas (which may be taught in both indoor and outdoor settings); outdoor education refers to a setting for learning and whatever specific learning experiences in all curricular areas are taught and learned there. At this point, it should be noted that outdoor educators perceive their task as one of expanding use of the outdoor learning community as a setting for learning in all areas of the school curriculum.

Pattern of Curriculum Development

A third distinguishing difference between environmental education and outdoor education is identified by referring to the nature of the original impetus for each educational movement and the corresponding patterns of development. Environmental education has been an educational emphasis developed by people **outside** the education profession: state and national governmental-agency officials, scientists, university professors in fields such as natural resources, politicians, and others. In a majority of cases, the pattern of curriculum development for environmental education has been one of imposition upon professional educators and school programs. Many efforts have been directed at establishing new environmental education courses separate from other subject-matter areas, even though environmental education has no content of its own. To a large extent, professional educators have been involved in environmental education efforts only late in the process of curriculum development, and the noneducators providing the impetus for the movement have then tried to "give" professional educators and schools the "benefits" of their thinking.

In contrast, outdoor education has been a movement from **within** the education profession, originated and developed by professional educators. It has grown from inside the curriculum; it has developed from within the existing framework of the school program and has been characterized by a collaborative and cooperative involvement of teachers, administrators, and professors of education who best know the learning needs and interests of children and youth. The cooperation and help of people outside the education profession, such as natural resources specialists, have been sought and utilized when needed.

Teaching Learning Resources

A final difference concerns teaching-learning resources. Environmental education has greatly advocated teaching-learning **materials**: curriculum guides, films, books, filmstrips, and other audiovisual aids. Enormous amounts of money have been spent on development of environmental education teaching materials, and a significant campaign is under way to encourage teachers and schools to purchase and use these materials. Thus, environmental education has primarily advocated indirect and abstract learning experiences for boys and girls through use of a variety of curriculum materials, with proportionately little said about the value and need to encourage youngsters and their teachers to engage in real-life, direct learning experiences.

In contrast, outdoor education has never strongly advocated teaching-learning materials. Outdoor education has always been predominately concerned that boys and girls and their teachers have **real-life, direct,** and **concrete** learning experiences in the outdoors, and inservice efforts to improve teacher skills in using the outdoor setting for teaching have reflected this philosophy. Any concern with teaching and learning resources in the form of audiovisual aids has been minimal, and educators have been encouraged to develop teaching-learning resources locally to fit their own unique educational needs and purposes.

Concluding Remarks

The foregoing, then, seem to be the essential differences between outdoor education and environmental education. Let us not mix our terms, label incorrectly, or write in obscurities. There are enormous distinctions between the two educational movements.

New CRESS Publications

Six new CRESS publications are now available from the Superintendent of Documents:

Scheduling for Flexibility: A Manual for Administrators of Small Schools, by J. E. Heathman and A. J. Nafziger, was prepared to provide information for the administrator (1) to determine if some variation of flexible scheduling would be beneficial and feasible for his particular school situation and (2) to locate more specific information by contacting schools or by obtaining literature referred to in the manual. (Price: $0.65, Stock Number 1780-0867.)

***Migrant Education, A Selected Bibliography. Supplement No. 2**, compiled by D. M. Altus, provides citations and abstracts of 90 publications relevant to migrant education and announced in **Research in Education** (**RIE**) from June 1970 through March 1971. Also included are citations of 44 related journal articles announced in **Current Index to Journals in Education** (**CIJE**). An index of subject terms is provided. (Price: $1.25, Stock Number 1780-0850.)

***Outdoor Education, A Selected Bibliography. Supplement No. 1**, compiled by D. M. Altus, carries citations and abstracts of approximately 125 publications related to outdoor education and recreation; these citations were announced in **RIE** from January 1970 through July 1971. In addition, 217 journal articles announced in **CIJE** are included. An index of subject terms is provided. (Price: $2.00, Stock Number 1780-0832.)

***Rural Education and Small Schools, A Selected Bibliography. Supplement No. 1**, compiled by D. M. Altus, contains citations of 352 publications related to rural education and small schools; these citations were announced in **RIE** from September 1969 through July 1971. In addition, 166 related journal articles are cited. A subject index is provided. (Price: $3.50, Stock Number 1780-0833.)

***American Indian Education, A Selected Bibliography. Supplement No. 2**, compiled by D. M. Altus and A. D. Link, provides citations and abstracts of 221 documents relevant to American Indian education and announced in **RIE** from September 1970 through June 1971. Also included are citations of 93 journal articles announced in **CIJE**. A subject index is provided. (Price: $2.25, Stock Number 1780-0872.)

Sources of Funding for Outdoor Education, by I. Rosenstein, discusses the potential for financing outdoor education programs using local school tax funds, state funds, Federal funds, and private funds. The 32-page publication also includes lists of addresses of various agencies and organizations to contact as funding sources. (Price: $0.40, Stock Number 1780-0877.)

Mail orders for these publications to

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Please include stock number when ordering.

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*Information on obtaining the basic bibliography and the other supplement(s) to this series may be obtained by contacting CRESS at the address given on the back page of the **News Letter.**

St. Olaf College Program of Education for American Indians —Financial Aid Available—

Recruitment of American Indian students for the 1972-73 school year is the first priority of the special program of education for Indians at St. Olaf College. Focusing on Indian involvement at all program phases, the program will serve a broad spectrum of Indian student backgrounds and abilities with such features as special advising/counseling services; reduction in course load as needed; and a supplementary education program based on matters of special interest to Indians.

Indian students will be admitted to St. Olaf based on prediction for academic success. This prediction will depend, in part, on scholastic achievement and entrance examination scores, but heavy emphasis also will be placed on personal recommendations from Indian leaders and others in the home community of the potential student. Recommendations from school personnel and employers, as well as student accomplishments both inside and outside of school, will be weighed. Once accepted, **up to full financial aid may be granted** to every student, based on financial need.

The Indian Student Adviser at St. Olaf would appreciate receiving names of prospective students for next fall. Please direct correspondence to

Philip C. Allen
Indian Student Adviser
St. Olaf College
Northfield, Minnesota 55057

Outdoor Education Foreign Study Tour

The Department of Outdoor Teacher Education, Northern Illinois University, is sponsoring its third foreign study tour to Europe (23 days in Germany, 12 days in Austria, and 5 days in Switzerland). Slated for June 26 through August 5, 1972, the tour will cost approximately $1300 plus tuition. Six semester hours of credit for undergraduate or graduate study will be given for the foreign study course, entitled Outdoor Education in Europe (OTE 401). The course is open to all persons of junior standing or above who are eligible for admission to Northern Illinois University.

Tour brochures and applications are available from

Dr. Orville Baker
Summer Foreign Study Programs
Northern Illinois University
DeKalb, Illinois 60115

Rural Education Association Candidates for Presidency

Candidates for president of the Rural Education Association REA, a department of the National Education Association, are (1) Dr. Everett Edington, Director of ERIC/CRESS and Head of the Department of Educational Administration at New Mexico State University and (2) Dr. Lawrence Heldman, Executive Secretary of the Catskill Area School Study Council, Inc. and Professor of Education at State University College, Oneonta, New York.

The $10 annual dues will qualify members to vote in the upcoming presidential election. Membership dues for 1972 are now being received by the

Rural Education Association Field Office
340 Baker Hall
University of Northern Iowa
Cedar Falls, Iowa 50613

Acquisitions Reminder

Periodically, we at CRESS like to remind you that the ERIC data base is dependent on your contributions to keep that base current and relevant. We do deeply appreciate the publications you have sent in the past and hope to hear from you in the coming months.

As a reminder, please make sure that your name (as well as your address) is sent along with your publication(s) so that we can extend our thanks to you.

This **News Letter** was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

have you tRIEd lately?

Scan the following title list of selected publications that were announced in the January and February 1972 issues of ERIC's **Research in Education (RIE)**. If you see a title of interest to you, consult the appropriate issue of **RIE** for the corresponding abstract. **RIE** also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy. If a publication is not available in microfiche or hard copy from ERIC Document Reproduction Service, an alternate availability will be cited.

RIE: January 1972

ED 054 880: Indiana Migrant Education Programs; A Guide for Educational Program Objectives and Appraisal.

ED 054 881: Training and Relocation of Mexican Americans: Implications for Manpower Policy.

ED 054 883: Bilingual/Bicultural Education—An Effective Learning Scheme for First Grade and Second Grade Spanish Speaking, English Speaking, and American Indian Children in New Mexico.

ED 054 884: Rural Education in the United States.

ED 054 889: Social and Economic Determinants of the Educational Achievement of Selected Eleventh Grade Students in Rural Kentucky: An Exploratory Study.

ED 054 894: On the Season: Aspects of the Migrant Labor System.

ED 054 901: The Mexican-American People: The Nation's Second Largest Minority.

ED 054 910: The Role of Outdoor Education.

RIE: February 1972

ED 055 686: Evaluation Report of the Bilingual Education Program: Harlandale Independent School District; San Marcos Independent School District; Southwest Texas State University, 1970-1971.

ED 055 590: A Teacher's Handbook for Study Outside the Classroom.

ED 055 692: The Hazards of Testing Indian Children.

ED 055 697: A Study of New Mexico Migrant Agricultural Workers.

ED 055 704: Report of a Survey to Determine the Needs of Papago Children and Adults with Recommendations for the Fulfillment of Those Needs.

ED 055 712: Tips and Tricks in Outdoor Education. Approaches to Providing Children with Educational Experiences in the Out-of-Doors.

ED 055 714: Sociocultural Differences Among Three Areas in Kentucky as Determinants of Educational and Occupational Aspirations and Expectations of Rural Youth.

ED 055 716: Handbook of Native American Studies and Chronology of Native American History.

ED 055 718: A Study of Some of the Important Factors Which Encourage Indian Students in Apache and Navajo Counties in Arizona to Seek a Higher Education After High School Graduation.

ED 055 722: Migration, Culture, and Health of Mexican Americans in an Acculturation Gradient.

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